

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Writing Page Profile

Curriculum



WRITING AT MCPA

Here at MCPA, we use Talk for Writing, an approach developed by Pie Corbett and supported by Julia Strong, which is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.

Intent

Our intent is to provide pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively. This means, that by the end, children will have the phonetic knowledge and spelling rules to be able to write. They will be using language and sentence types for effect. Children will know the different genres and the features of these, this will be reflected in their own writing. They will also be clear on the purpose of their writing and the audience.

Implementation

In Nursery, continuous provision is open ended with resources set up accessible to the children. Within the provision, activities are set up that challenge the children and are differentiated to meet individual needs and the stage of development for the children. For example; within mark making, there are three different activities to support fine motor skills and the early stages of writing – in the tuff tray, children make patterns using paint brushes in flour; on the funky fingers table, children see how many pom poms they can put into a bowl using tweezers and, on the main mark making table, children follow a pattern on dotted lines/ colouring/ writing cards etc. Within all areas of provision there are plenty of opportunities to develop writing. For example; The playdough area - making a recipe for a cake. Children will make marks on paper and give meaning with an adult scribing for them. In the construction area – Children are encouraged to draw their house/ castle etc before they build using the blocks. In the outdoors, children draw using chalk on the ground to encourage gross motor skills in order to support coordination, control and movement in preparation for the very early stages of writing.

Each week there is a 'Mark Making Monday' where each area of the provision has a mark making activity set up and children are encouraged to complete a mark making job before moving on to a different activity. These activities are differentiated and set up to meet children's interests. For example, we usually have superhero bordered paper to encourage the boys to draw their favourite character or 'write' what their favourite superhero would say! Again, using a similar approach, there is 'Funky Finger Friday' to continue to develop and strengthen those fine motor skills.

In Reception, writing is taught through Read, Write Inc and T4W. Children first learn to write letters linked to their new sound in phonics. Each sound comes with a handwriting rhyme e.g. 'a –all around the apple and down the leaf.' Once children are able to blend sounds they then learn to segment words using letters/sounds on magnetic boards. From this, children then transfer the skill in writing words and eventually in to holding and building sentences. The same principle of 'Fred fingers' and holding and building sentences is then applied to their T4W work. Writing is encouraged in all areas of the classroom and to support all areas of learning.

In years 1-6, we follow the National Curriculum to ensure that there is clear progression throughout the whole school. Our English curriculum is designed around challenging texts which link closely to the topics for each half term. We cover a range of fiction, non-fiction and poetry.

There is clear progression in the teaching of writing which includes: A baseline assessment, imitation, innovation, planning leading to independent application and a final assessment. This guidance is not a 'fixed' structure of writing to follow rigidly but a suggestive process of writing over a 2-3 week unit of work.

A cold task: This should be completed prior to planning a unit, as the purpose is to highlight areas of development/ next steps to improve their writing. The genre of the cold task should be the same but the context can be completely different.

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. As a result, they rapidly develop their reading, writing and language skills. At MCPA,, we use Pie Corbett's suggested actions for key connectives to encourage continuity throughout the school. We take photos of the staff doing these actions and display on

the working wall so the same actions are used consistently for each class. We also use Pie Corbett's teaching progression in grammar and punctuation from Reception up to Year 6, with key terminology highlighted for each year group.

The construction of toolkits supports children with the writing process alongside their ability to retrieve and use the vocabulary they have learned.

Editing and redrafting process: The skill of how to do this is taught to children so that the editing actually improves their work. The use of a visualiser and discussions about how to make it better as a class are employed, alongside a really clear success criteria for how the adult wants the edited work to improve. Sometimes, this might be one paragraph to improve or a specific focus (e.g. story ending). Editing and redrafting can be done at any stage of the writing process. Children are given the chance to improve their work after verbal feedback has been given by an adult. Adults use green pen and the marking key to give feedback to the children and they then use their red pens to edit and improve.

A hot write: All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres. This is the opportunity for children to 'show off' all the skills that they have learned in the writing process. In years 5-6, the children are gradually weaned off T4W so that they become more independent with their writing, building on what they have been taught in the previous years and becoming more secure in their writing.

The spelling of common exception words is taught through the phonics sessions in KS1. Once children have completed the Read Write Inc phonics scheme, they progress onto the Read Write Inc spelling scheme. This further builds on the phonics that they have been taught as well as the spelling rules they need to learn based on the national curriculum. In KS2 the children will do some additional work (to the Read Write Inc spelling scheme) on the common exception words for their year group. Children are provided with opportunities to develop and apply their writing skills across the curriculum; for example, recapping of vocabulary, sentence types and grammar also happens during science and topic lessons in the afternoon.

Handwriting: Pre-cursive handwriting is taught in Nursery and Reception where children begin by learning to form: short letters, tall letters, hanging letters, capital letters and then finally numbers. Children are taught to hold a pencil correctly and will use a pencil grip to support them with this. Once children are confident at forming individual letters, they then move onto cursive writing, starting with their set 1, 2 and then set 3 sounds, linked to their RWI phonics. As children move up the school, they are always given time to consolidate prior learning before moving on. Lessons now focus on combining handwriting alongside the common exception words/ statutory spellings they need to learn. Handwriting is taught daily for 15-20 mins with children using the 'line from the left' and the handwriting chant 'up we go.... And off we go' to guide them.

The school has purchased a handwriting font (join it), which is installed on all laptops. This font is used when creating resources for the children, so they are familiar with the school handwriting style. Each classroom also has a handwriting poster and handwriting prompts to show children how to form letters correctly.

Impact

Research by the Education Endowment Foundation found that the majority of heads and teachers reported a positive impact on pupil attitudes, progress and attainment.

Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).

Research

Primary Writing Project did a 2 year study and found a positive impact of T4W in schools.

T4W shares similarities with a teaching approach (SRSD) used in the USA which showed strong evidence for

effectiveness.

Vygotsky (1962) looked at how language represented the world, first by speech and then by writing. He emphasised the importance of social learning rather than Piaget's child development having to come first. Vygotsky talked about scaffolding: teacher adjusts the level of support as performance rises (which is reflected in the Imitation, Innovation and Independent Application structure).

Vygotsky's theories also feed into more current interest in collaborative learning.

Freund (1990) did a study (doll's house) and found that the children who had previously worked with their mother showed most improvement.

Shaffer (1996) gave an example of children outperforming other children (completing a jigsaw puzzle) after receiving help from their father the first time.

According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor. The tutor may model behaviours and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance.

The PWP Talk for Writing: Background Paper (Corbett & Stannard, 2013) points out the oral learning of stories is a powerful tool for helping the child to internalise the language. Oral learning of texts involves children in hearing and speaking the text. The texts may be taught in a multi-sensory manner, using story maps (visual representation) and actions (kinaesthetic) that may be extended by the use of drama (see also McNaughton, 1997). As children become familiar with the story, they find it easier to retell independently and retrieve key events and vocabulary.